DISPLAYS OF ENRICHMENT ACTIVITIES AS MOTIVATION FOR LEARNINGS IN THE FIFTH GRADE SOCIAL STUDIES AND SCIENCE IN THE WILDWOOD SCHOOL, OTTUMWA

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by

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CHAPTER I

INTRODUCTION

Providing curricular programs in social studies and science, designed to meet the needs and to challenge the interests of each elementary child, is one of the major emphases in American education.

In attempting to provide for individualized instruction, teachers have employed various practices such as ability grouping, accelerated classes, team teaching, or non-graded programs. However, current literature leads one to believe that educators disagree upon the effectiveness of the various techniques.

It is the writer's opinion that it is the classroom teacher and not the class organization that determines the success of pupils in school. Furthermore, it is believed that the teacher who has opportunity to observe and study individual differences among children, who can become sensitive to the feelings of pupils about their work and their school life in general, and who will try to use different kinds of motivation, can have tangible evidences of pupil growth during a year.

I. THE PROBLEM

Statement of the Problem. The problem was to (1) determine in what ways displays of creative activities can motivate children so that enrichment of content is achieved, (2) develop through teacher-pupil planning the building of colorful displays in the fifth grade of Wildwood School, Ottumwa, and (3) report subjectively on the evidences of enrichment apparent in the subject grade as a result of the displays.

Importance of the study. Recognizing that motivation is essential for significant learning, it is the teacher's responsibility to provide for each student successful experiences through which the child may find creative expression, develop understanding, initiative and critical thinking. A similar idea is expressed in the Code of Ethics by the members of the National Education Association:

> We, the members of the National Education of the United States, hold these truths to be self-evident---that the achievement of effective democracy in all aspects of American life and the maintenance of our national ideals depend upon making acceptable educational opportunities to all.[1]

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[1] Charles D. Neal, The Student Teacher at Work, (Minneapolis: Burgess Publishing Company, 1961), p. 12.

In this study the problem of motivation was initiated through the planning and building of displays which served to develop and enrich learning in content areas of social science and science as well as creative activities. The displays were photographed in third-dimension and used as center of interest in this report.

II. DEFINITIONS OF TERMS USED

Enrichment Activities. Enrichment was interpreted as those activities planned and executed by pupils under teacher guidance which provided for a broader scope of abilities for every child regardless of academic ability. Enrichment also included those activities which promoted special interests and developed originality.

Individualized Instruction. In order to develop a program which meets the needs and interest of children, individual instruction must be employed. Individualized instruction was interpreted as the type of instruction that considers variations in the potentialities of children.

Motivation. The term "motivation" implies the use of incentives to create desired types of responses. This study deals primarily with intrinsic motivation developed through the planning of activities which are functionally

related to accepted goals. Those who learn willingly without encouragement have inherent interests and are said to be internally motivated; those who learn with the aid of teacher-provided incentives are said to be externally motivated.

III. PROCEDURE

The investigator first surveyed the literature concerning enrichment activities, motivation and creative teaching. From this survey, general principles were determined.

Next the investigator developed through teacher-pupil planning of colorful displays in keeping with the previously determined general principles.

As these displays were shown in the classroom, the investigator noticed reactions of the students which indicated positive motivation. These reactions were reported subjectively and summarized. Conclusions were drawn.

CHAPTER II

REVIEW OF LITERATURE

One of the most challenging problems to educators today is that of motivating children in such a way so as to foster creative expression and creative experiences for each individual child within the classroom.

Teachers realize that little effort and little learning take place unless interest has been developed. Reed, in attempting to identify some teachers' behavior that related to desirable pupil learning and interest in science, conducted a study which involved over a thousand junior high students and thirty-eight teachers from nineteen different public schools.[1] As a result, he said, there were several hypothesis accepted. They were, (1) that through the teachers utilization of intrinsic motivation, pupils' interests were affected, (2) the teacher's variable of kindness and consideration is positively related to interest in science, (3) the interaction of teachers' variables might weaken or strengthen one another's effect on the pupils interest in science, (4) it is very important function

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[1] Horace Reed, Journal of Experimental Education, (Dembar Publications, Madison, Wisconsin, 1961).

of the teacher's capacity to establish a relaxed interpersonal relationship with the pupil in order that the student maintains a good attitude and interest in science.[1]

Motivating children to learn requires a teacher's awareness of individual needs, interests, and abilities. Wilson suggested that teachers can use a variety of ways in discovering these interests, such as talking to children about many things and noting their free choices of reading, creative activities in and out of school, club affiliations and chosen school activities.[2]

Probably the most familiar and most widely used devices to motivate pupils are report cards, honor rolls, prizes and rewards, special privileges, publicity in school and local papers, group approval, and other types of recognition.

March suggested other ways in which teachers may motivate children. The teacher can appeal to them by stimulating curiosity, by pointing out to students their need for self improvement, and through teacher investigation of students' special interest and abilities.[3]

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[1] Ibid., p.

[2] Frank Wilson, "Working with the Motives of Gifted Children," Elementary School Journal, (February, 1959), 247-252.

[3] Leland S. March, "Motivation--The Key to Good Teaching," Educational Digest, XXV (January, 1960), 24-26.

There is no one motivating technique which will be effective for each student. The teacher must have many motivating devices to adapt to individual differences.

"Teachers must change their ways of motivating just as a doctor must change his prescription when it is not successful."[1]

Thomas said that there are five principal approaches to the motivation of students: (1) Meeting students' felt needs. When the needs of the child and the goals of the school coincide, this provides spontaneous motivation for learning. (2) Awakening students to needs and to ways of satisfying them. This can be done when the teacher has a knowledge of the child's interest and applies it when selecting the activity. (3) Appealing to the students' curiosity. (4) Appealing to a desire for approval. This is accomplished through words of approval or recognition by means of simple rewards. (5) Capitalizing the desire to avoid punishment. Direct threat of punishment is the least desirable form of motivation.[2]

One of the recent ways of motivating children is through the enrichment unit which provides for a broader

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[1] Ibid., p. 25.

[2] R. Murray Thomas, "Invitation to Learning," NEA Journal, (March, 1959), 62.

scope of activities, freedom to follow special interest, and provides for the opportunity to apply original and creative ideas in planning and developing projects.

McNally said,

> Enrichment practices are primarily teaching procedures and are usually carried on in a regular classroom situation where talented pupils are in a minority. Simple enrichment attempts to make school work more interesting and valuable without taking the student out of his age group. Enrichment as motivation in its most productive form consists not in adding more of the same kind of content and activity, but in providing a greater variety of experiences at more advanced levels. Such a program is characterized by (1) emphasis on creative and experimental, on skills of investigation and learning; independent work stressing initiative and originality; high standards of accomplishment; cooperative planning; activities providing leadership training, individual attention from the teacher, and first hand experiences together with vicarious experiences through extensive reading.[1]

Enrichment is one way in which a teacher may motivate good learning experiences. One of the questions asked by educators is, "How can we make these enrichment activities beneficial?"

Hopkins in attempting to answer this question said that (1) the teacher must remove all fears, threats--external demands from authoritation experiences which keep the emotional tension too high for mutual interactive responses,

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[1]Wayne McNally, "Motivation--Key to Guiding the Gifted" School Executive LXXVIII, (February, 1959), 72-73.

(2) the group must locate new areas of needs or interests on which they can work together, (3) the teacher must shift responsibility to the child, (4) the experiences must be of such a nature that the child feels that they were of value to him.[1]

Wagner has classified sources of motivation under these headings: (1) Construction Activities --these include models, replicas of nature, aquariums, relief maps and globes made of paper mache, sawdust or salt and flour mixtures, puppets, dioramas, three dimensional objects, costumes and graphic materials. (2) Discovery and Research: experimentation with problems geared to pupils' achievement levels, field trips, study questions and interviews. (3) Displays: charts, graphs, diagrams, sketches, posters, realia, bulletin boards, displays in three dimension, portrayals--related to current class study, specimen boxes, collections, table scenes and showcase displays. (4) Group Discussion; buzz sessions, committee planning (5) Individual Projects. (6) Notebooks and Scrapbooks (7) Visual-aid materials such as opaque projector, films and filmstrips. (8) Assembly Programs which may include demonstrations, original plays, skits

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[1]Thomas Hopkins, "Classroom Climate Can Promote Creativeness," Educational Leadership XIII (February, 1956), 279-282.

and dramatizations.[1]

When the teacher is motivating children to learn, he needs to realize the importance of creatively using materials, people, and group interaction in developing self-understanding.

Nulton wrote the following concerning creative teaching:

> Creative teaching is sometimes a planned program, sometimes a way of operating as a group. Sometimes it is a matter of using specialists or consulting with doctors. It may be a point of view about a given area of knowledge, with the enthusiasm for that point of view for that subject which creates a vision of possibilities for enriching human lives. Creative teaching may flower from working with parents. The achievement of genuinely creative teaching depends upon a type of school administration which brings out the finest qualities of every teacher, child and parent and enables each to be his most wholesome self in many situations.
>
> Always creative teaching is a matter of human relationships and the way one feels toward people. Genuinely creative, artistic teaching does not happen every day or in every school, nor on the part of every teacher steadily. Like the production of a good symphony concert, it depends upon a delicate balance between tension and relaxation. Like good poetry, it must achieve a synthesis of simplicity and larger meanings. It is based on science and skill. It requires sensitivity to beauty awareness of the human heritage and love. To teach creatively is the greatest of all arts because human beings are the media, the creation, and the created.[2]

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1 Guy Wagner, "What the Schools are Doing in Providing Learning Activities," Education LXXIX, (January, 1959), 319-325.

2 Lucy Nulton, Editorial Foreward-University of Florida, Gainesville, Education, (October, 1958), Number II.

A study was conducted by the Pennsylvania State University Department of Art Education under the direction of Viktor Lowenfeld for the purpose of finding means which could more effectively promote creativeness.[1] While conducting his study, Lowenfeld came across an entirely independent study which J. P. Guilford and his staff were conducting at the University of Southern California in an effort to find measurable criteria of creativeness in the applied sciences.

The significant factor of the two entirely independent studies is that both investigations, after exploring numerous criteria, arrived at almost the same criteria of creativity which significantly differentiated between creative people and those who are less creative.

In his discussion of these attributes, Lowenfeld said that no creative work is possible unless it is based on a sensitive experience. It is important that students learn to use their eyes not only for seeing but for observing, their ears not only for hearing but for listening, and their hands not only for touching but for feeling. He also emphasized the importance of flexibility which encourages the use of many materials and also takes advantage of the

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[1]Viktor Lowenfeld, "Current Research on Creativity," NEA Journal, (November, 1958), 538-540.

constant shifting mind of the individual.

In both investigations, originality was considered a vital part in distinguishing creative from less creative people.

In summarizing the discussion, Lowenfeld said:

> It appears that the promotion of creativity in the arts may not only be an important part of the aesthic experience but may ultimately be responsible for more creativeness in the sciences and elsewhere.[1]

To foster both creative expression and creative experience in the classroom, the teacher must recognize and encourage all signs of creativity. He can accomplish this by listening to students' conversations and discussions, by providing time to talk about interesting experiences outside of school, and by encouraging the pupil to plan ways of expressing his ideas and feelings.

Creative teaching involves providing a rich background of experience, recognizing creative efforts and developing skills needs to express ideas and feelings.

Zirbes said:

> Creative educational leadership does not process learners or teachers into submissive conformists. It guides constructive social living, learning and teaching by fostering the kind of interaction that is responsive to shared values and common concerns. It respects individuals as developing personalities and imbues them with faith in their own potentialities and zest in realizing them through wholehearted purposeful endeavor.[2]

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[1] Ibid., p. 540.

[2] Laura Zirbes, Spurs to Creative Teaching, (New York: G. P. Putnam's Sons 1959).

CHAPTER III

PRESENTATION OF DISPLAYS

Within this chapter the investigator will present photographs of displays developed through teacher-pupil planning in the fifth grade of Wildwood School, Ottumwa, indicating planning, construction, and value derived.

I. DISPLAYS FOR THE UNIT ON WESTERN STATES

Early Expansion of the West

Planning. The entire class participated in the planning of the display which was constructed prior to the reading of most of the material of the unit. The investigator asked the class for suggestions as to what should go into the display. Replies such as "covered wagons," "mountains," "animals," "western gate," "ranch sign," and "horses," were received.

From the class, the investigator appointed three committees of four persons to construct the display.

Construction. The first committee constructed the background which included the sky, mountains, lakes, clouds, trees, and prairie land. To form the sky and lake, the children painted oak tag and pinned it to the bulletin

board. The mountains were made from salt and flour mixed with brown paint. The committee used branches of evergreen for the trees, and cotton for the clouds.

In constructing the western gate, the second committee used small oatmeal boxes contributed by the children and covered them with bark. The sign was made from cardboard covered by wall-paper which resembled wood. The letters were made by cutting the cardboard so that only the corrugated board showed.

The third committee arranged the table display. The covered wagon was constructed from a small wagon. The bottom of the wagon was covered with wall paper. A towel was used as the cover. Other articles on the table were supplied by the children.

One boy on this committee cut the animals from cardboard and covered them with the brown flour and salt mixture.

Appraisal. From this experience, the children had an opportunity to work and plan together as a group. They also had the opportunity to share experiences, tools, and materials. The display also made the classroom more attractive and conducive to further learnings.

But above all, the display stimulated a desire in the children to read more concerning the expansion of the West. This was especially noticeable in connection with the use of supplementary reading material.

FIGURE 1

EARLY EXPANSION OF THE WEST

Early Settlement of the West

Planning. While discussing early settlements of the West, the investigator suggested that as one of our activities the class construct a small western town. After extensive reading, a list was made as to what would be seen in an early western town. This list included: hotel, jail, tavern, livery stable.

One committee composed of six students, was appointed by the investigator to plan and construct the buildings. Another committee which included four children, constructed the background and arranged the table display.

Construction. Using water colors, the students painted the background on a sheet of cardboard. Sawdust was used for the road-way.

From old boxes, the students designed the buildings and pinned them to the background.

The horses, stagecoach, Indians and riders were supplied by two boys who collected them as a hobby.

Appraisal. The project gave the class a chance to visualize concretely that which was being studied. The boys' interest and enthusiasm were especially noticed by the investigator. It stimulated the children to read about how western towns began, and why some of them were considered ghost towns in such a short time.

FIGURE 2

EARLY SETTLEMENT OF THE WEST

National Parks of the West

Planning. Several weeks prior to studying the West, business letters were written by each child to cities through-out the West for the purpose of acquiring brochures, pamphlets, and other free information which could be used as supplementary material in the unit. The display was made after much of the material had been studied. In planning this display, one student who had visited Crater Lake, and who had a special interest in painting, indicated here desire to make a picture of Crater Lake.

The entire class participated in planning the map display. Those who did not work on the large display, made small maps of their own. Six children worked on the large maps.

Construction. The six students divided into two groups, one making the map showing trails and territories of the early West, (shown on the left in the photograph), and the other showing the West as it is today. The children used chalk to show elevation, rivers and National Parks.

The free information obtained by the children was displayed beneath the maps. The investigator used pictures of National Parks above the maps.

Appraisal. As a result of this display, the children had an opportunity to write business letters, and to note sources where free information could be obtained.

This project also gave the investigator an opportunity to provide for special interests and talent.

Using the pictures and free material, the children made a game of describing various places of interest through out the West to be identified by the class.

Individual scrap books were made utilizing the pictures and materials which had been sent to the children.

FIGURE 3

NATIONAL PARKS OF THE WEST

II. DISPLAYS FOR THE UNIT ON THE NORTHEASTERN STATES

New England States

Planning. The entire class participated in making the spatter painting shown at the top of the photograph. The investigator ellicited from the children various things that they would see in an early New England Village. Some of the children suggested log cabins, Indians, deer, trees and pilgrims.

The investigator appointed one committee to prepare the center display. Besides making a map of New England, the committee decided to show something of the landscape found in this region.

Construction. Each child drew and cut from paper the object that was suggested by him in the planning of the mural. These objects were then placed on dark colored paper. When all the original patterns were completed and placed upon the long strip of colored paper, one child spattered the entire mural with white paint. After the paint had dried, the patterns were lifted from the paper leaving only the silhouette.

The opaque projector was used in outlining the map in the center display. Chalk was used for the elevation, and only numbers were used to show individual states in

order that the class might make a game of identifying the states by number.

One student made the vocabulary cards shown beneath the map display.

Appraisal. From this activity, the children gained insight in to life of the Pilgrims. The activity encouraged individual and group express.

The map display helped the children to locate the New England States.

An original play about the First Thanksgiving was written by four children and presented before the class.

FIGURE 4

NEW ENGLAND STATES

New York City

Planning. When planning the various activities for this unit, several children showed a special interest in the city of New York. When asked by the investigator as to why they were interested in New York, some of them replied, "That's the home of the United Nations," "The Empire State Building is there," "It is the largest city in the United States."

Having read and observed pictures of New York, the committee planned and constructed the three-dimensional city as they thought it might look to them.

Construction. The background was painted on cardboard. The buildings were cut and designed from construction paper with the exception of the United Nations Building which was made from egg-separators covered with seran wrap. The trees were cut from wall paper. Christmas tree lights were extended along the chalk tray in order to produce a lighting effect upon the water.

The mural at the top of the display was painted by two boys who gave a oral report on the Erie Canal.

The map to the right of the center display was made by three children who reported on the topography of the Northeastern States. It was made from a flour and salt mixture.

Appraisal. This activity enabled the children to visualize that which they had read and discussed in class, therefore giving greater significance to the learning situation.

The children were very enthused about this particular display. When it was completed, they asked other children to come in and observe it.

The children wrote invitations to their mothers to come and see the display. Upon doing so, the children gave oral reports on places to visit in New York City.

FIGURE 5

NEW YORK CITY

III. DISPLAYS FOR THE UNIT ON THE SOUTHEASTERN STATES

The Everglades

Planning. The display was made by a committee of four children who chose as their report the "Everglades of Florida."

After writing for free material concerning the Everglades, the committee then decided to construct as a part of their project a scene that resembled the Everglades to use in connection with their oral reports which they were to present to the entire class.

Construction. The background was painted with water-colors. All birds, water-fowl, trees, flowers and plants were cut from wall-paper books. The leaves of the tree were cut separately and pinned to the bulletin board. The trunk of the tree was painted with water color.

The frame was cut from black construction paper.

Appraisal. The investigator and the children felt that the picture added a great deal to the oral reports of the committee.

The display provided the opportunity to express in visual for that which was read and reported.

FIGURE 6

THE EVERGLADES

Plantation Life

Planning. After reading about life on the southern plantations, a committee composed of four children was chosen by the investigator to construct a scene depicting life on the early plantations.

Construction. The committee used colored chalk to form the background. The trees, houses, plantation overseer, and the slaves were cut from magazines and wall paper. The rows of cotton were formed by long pieces of yarn on which small tufts of cotton were pinned.

Appraisal. From this experience, children gained insight into the life of the plantation worker as well as an awareness of the type of homes and transportation used at that time.

The entire class presented a skit entitled, "Way Down South," for the Parent Teacher's Association. Stephen Foster's music was included in the skit.

FIGURE 7

PLANTATION LIFE

Mississippi River Ports

Planning. Two boys who had special interest in river boats and river life, in general, asked the investigator whether they might make a picture showing a southern river port. In planning for their picture, they read about the imports and exports of the South, types of river boats, and methods used in transporting goods in early days on the Mississippi River. From their reading they decided to include the following in their display: plantation homes, river boats, and some of the products and exports of this region.

Construction. The boys drew the picture by using colored chalk. They used cut-outs for the plantation homes. Yarn was used for the cotton rows. All other figures were drawn free-hand.

Appraisal. The related experience in the unit became especially vivid as the students were encouraged to give original expression to interests and new ideas.

In preparing this display children also engaged in more extensive research.

FIGURE 8

MISSISSIPPI RIVER PORTS

IV. DISPLAYS FOR THE UNIT ON MEXICO AND CENTRAL AMERICA

Mexican Display

Planning. Sometime after the unit on Mexico had been introduced, the entire class participated in the planning of the display. While discussing what would be included in the display, several children indicated that they had been to Mexico and had brought back with them various things of interest which they would like to share with the class and include in the display.

Four committees were appointed by the investigator to construct the display.

The first committee was assigned the center display shown in photograph 10. After extensive reading and planning together as a group, the committee decided to include the following: a Mexican house, a large volcano, tropical plants, trees and Mexican people.

The third committee was to arrange the materials shared by other members of the class. (Shown on the right bulletin board in photograph 9).

The fourth committee decided to construct a flour and salt map showing the location of Mexico by showing longitude and latitude lines. This is shown on the left bulletin board in photograph 9.

Construction. The committee painted the background on a large piece of cardboard. After painting the sky and pasture land, the committee made the volcano from flour and salt mixed with white paint.

The Mexican house was cut from cardboard and covered with corn stalks. Straw was used to cover the roof. Corn husks were used in making the palm tree. A larger planter was used as foliage. The Mexican dolls were brought by the children for the display. Sawdust pasted on cardboard was used for the ground.

The caption above the village was cut from corrugated paper and painted yellow. The oxen heads were brought by a child and extended from the top of the bulletin board by wire.

Appraisal. The project provided an opportunity for children to share materials, information and personal experience with others. As a result of this, some gained recognition and appreciation from other classmates which were helpful in building self-confidence and respect.

Four children who were musically talented composed a song about Mexico for the entire class to sing.

Children were given the opportunity to observe the beauty and uniqueness of Mexican craft and art.

From these experiences with the arts of the country, children gained an understanding of its cultural characteristics.

At the invitation of the class, a lady within the community who had traveled extensively in Mexico, showed colored slides which she had taken.

FIGURE 9

MEXICO

FIGURE 10

CENTER DISPLAY OF MEXICO

Mexican Homes

Planning. A committee chosen by the investigator selected as their project "Homes of Mexico." As a result of extensive reading and group discussion, the committee came to the conclusion that homes in Mexico greatly differ. In addition to oral reports, the committee chose to construct a display that would show contrast in the type of home found in Mexico.

Construction. Colored chalk was used in forming the background. The mountains were made from flour and salt mixed with brown paint. Buildings for the Mexican city in the background were cut from wall paper. The village homes were constructed by using pop cartons covered with paper sacks. Fringed paper glued on cardboard served as the roof for the house. The large plant and palm trees were cut from green construction paper and outlined black. Sargo placed in a long planter was used as foliage.

Appraisal. The display helped to give expression to the learnings within the unit. The display also provided an opportunity for children to express visually that which had been studied.

FIGURE 11

MEXICAN HOMES

Mexico and Central America

Planning. A committee composed of five children was chosen by the investigator to prepare a map showing both Mexico and Central America. In planning this map the committee made a list of some of the things that could be shown on the map. This list included the following: elevation, cities, oceans, products, mountain ranges and exports.

A boy who especially liked to draw and paint, asked to make a picture showing a city that might be found in this region. Two people, selected by the boy, were asked to help make the picture.

Construction. The opaque projector was used in outlining the map. Chalk was used to show the elevation. Original symbols were used to show products.

The bulletin board to the right of the photograph was drawn and painted free-hand. A sponge covered sparsely with paint was used to make the forest in the background.

Appraisal. This display enabled the children to understand more clearly the topography of Mexico and Central America. Cooperation and initiative were especially noticed by the investigator.

FIGURE 12

MEXICO AND CENTRAL AMERICA

V. DISPLAYS USED FOR SCIENCE UNITS

Outer Space

Planning. As a culminating activity for the science unit, the investigator appointed two committees to construct a display about space. The two committees planned together and decided to include the following in the display: rockets, planets, radar, and constellations.

The one committee constructed the center display, the other the constellation.

Construction. For the top display, a long piece of cardboard was painted blue. The committee took small stars and outlined them with yellow yarn to form the constellations.

The second committee constructed the center display which represented one of Saturn's moons. After reading about this moon, the committee found that the sky had to be blue because there was atmosphere there. The moon's surface was made from flour and salt and then painted. The planets in the background were cut from oak tag.

For the rockets and radar set, the committee asked one of its members who was very interested in electricity and rockets to make them for the table. The boy selected the rockets at home, using an old stove pipe covered with

aluminum foil for the rocket, and an old radio speaker attached to a tin box for the radar set.

Appraisal. The project encouraged and enriched mental growth and development through extensive reading, problem solving, planning and group discussion.

The investigator felt that through this experience, one child in particular, who was very low academically, had an opportunity to gain expression in such a way as to promote confidence in his own ability and at the same time win the recognition and appreciation from the entire class.

FIGURE 13

OUTER SPACE

Space

Planning. Prior to reading most of the material outlined in the space unit, the entire class participated in planning a display about space. The investigator asked for suggestions as to what would be included in the display. The class suggested three large groupings which included planets, stars, and the moon.

The investigator appointed three committees each composed of five children to construct the display.

Construction. After each group had read about his particular subject, the three committees met together to do further planning. The committee who had done research about the moon had discovered that the moon had no atmosphere, so consequently the sky would have to be black. From this comment, the groups decided to have a black background for each display.

Each group painted their own background with black paint. The group that constructed the center display of the moon, shown more vividly in photograph 15, used a flour and salt mixture for the craters and jagged peaks. Corn stalks painted silver and wired to cardboard served as the frame.

In constructing the planets, the second group used styafoam balls cut in half so as to give a three-dimensional

effect. The sun was cut from cardboard and covered with salt and flour mixed with red paint. The sun's corona was made from paper which had been painted yellow and orange.

The display on the right of photograph 14, was made by the third committee which showed the cycle of stars. Styafoam balls painted various colors were used to indicate the temperature of the stars.

Each group cut their own letters from squared paper.

Appraisal. This project offered an opportunity for the children to discover possibilities for combining many materials. These sensory experiences help to fix learnings in the children's minds.

Learning to plan and work together was a significant factor in this project.

As a means of evaluating the unit on space, the investigator asked the children to write about what they had learned in this unit. As a result of these comments, it was evident that the children had read considerably more than was contained in the text book.

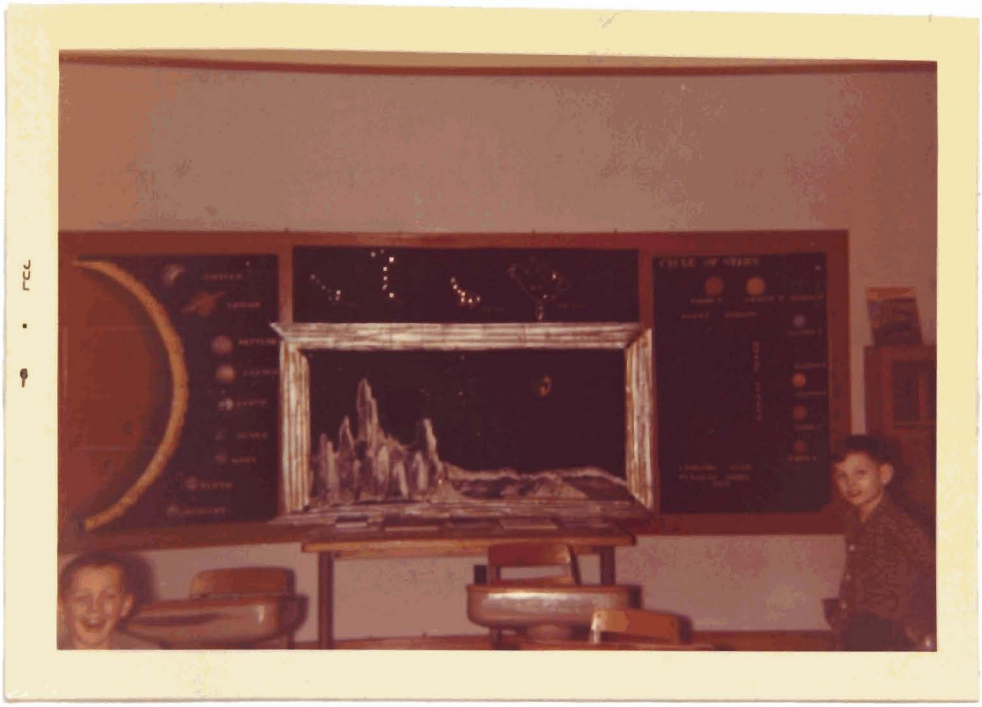

FIGURE 14

MOON, STARS AND PLANETS

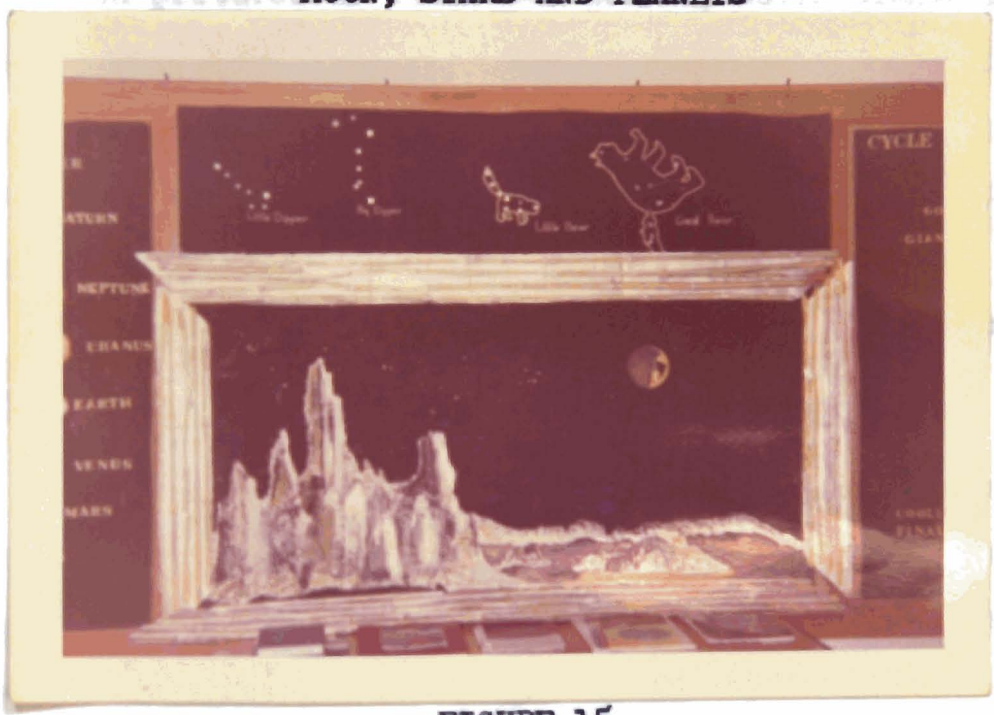

FIGURE 15

MOON AND STARS

Sea Life

Planning. The investigator suggested the possibility of making an aquarium without water. This aroused the students' curiosity enough so that they began to ask such questions as: "Where would we get the fish?" and "What would we use for water?"

As there were some wall-paper books in the library corner, the investigator appointed two students to go through them to see whether they could find anything concerning sea life. In doing so, the children were amazed to find pictures of fish, sea horses, water plants and shells. Other pictures of fish were brought to school by children who had found them in magazines and newspapers. Several children had shell collections and brought them to school for the entire class to observe.

After planning, the investigator appointed four children to construct the aquarium.

Construction. First, the background was painted blue on a large sheet of cardboard. After it had dried, colored egg shells were glued to the bottom of the cardboard to represent the bottom of the aquarium. The group then cut birds, fish, plant life, and trees from wall paper and arranged them on the cardboard. When this was completed,

seran wrap was used to cover the entire aquarium so as to make it resemble water. The children brought shells and placed them on the table.

Appraisal. The investigator felt this experience was one way of encouraging imagination, and originality.

Some children made small aquariums of their own from boxes. After seeing many types of fish, some children became interested in identifying them.

FIGURE 16

SEA LIFE

VI. DISPLAY OF IOWA'S INDUSTRIES

Planning. As a means of summarizing the study of Iowa, the entire class participated in planning and preparing a display.

The investigator, with the help of the students, made a list on the board of the various items that would be included in the display. Those mentioned in the list were: industries, counties, rivers, principal cities, state parks, and elevation.

Five children indicated their preference in making a map of Iowa. Four others said that they would be responsible for industries and products of Iowa.

Construction. The opaque projector was used in outlining the map. Each committee member was responsible for one particular thing on the map. For example, it was one person's responsibility to write in the counties, another to name and locate the state parks and etc.

The four children who prepared the table display, asked other members of the class for items that they might have at home which could be used in the display.

A piece of yarn was extended from the article on the table to the place on the map where it was manufactured.

Appraisal. In preparing this display, the children were encouraged to bring materials related to the unit from home, the library, and other sources within the community.

The children also learned how to prepare material for observation. The display was also a helpful teaching aid.

As a result of having a map large enough to be seen easily, the children became very interested in the different counties of Iowa. One boy remarked how he had heard a county's name mentioned on the newscast, and was anxious to find its' location. Another child noticed that the number of the county in which he lived corresponded to that on his father's license plates.

FIGURE 17

IOWA'S INDUSTRIES

VII. RELIEF MAP OF THE UNITED STATES

Planning. The investigator appointed a group of four to make an elevation map of the United States in relationship to that being studied in the class. The group planned to have the map show mountains, plains, plateaus, rivers, and Great Lakes.

Construction. A large piece of cardboard was used to form the background for the elevation map. The opaque projector was used to draw an outline of the United States on the cardboard. The group then mixed water, sawdust, and wheat paste together to fill in the outline. After this mixture had dried, the map was painted to show the elevation, main rivers and Great Lakes.

The Pacific and Atlantic Oceans were painted after the map had thoroughly dried.

Appraisal. As a result of this display, several children made small maps of their own at home.

This activity gave the children an opportunity to feel and see a large relief map which helped to increase geographic understanding.

FIGURE 18

RELIEF MAP OF THE UNITED STATES

VIII. DISPLAY OF EARLY EXPLORATIONS

Planning. A committee of four was appointed by the investigator to make a map showing early explorations. This was prior to the reading of the material and was intended to be used as an introduction to the unit.

Construction. After reading about different explorers and their explorations, the group using the opaque projector, outlined a map of the world. They colored the map by using colored chalk. Yarn was used to show the various voyages of the explorers. Lettering was used to identify the explorer.

The mural at the top of the photograph was made by two children who gave an oral report on Columbus.

The board on the left was arranged by the investigator.

Appraisal. This display gave the opportunity for children to visualize that which was being studied.

Some children who observed the map were surprised to see that Columbus had made more than one voyage to the New World. This in itself stimulated further reading.

FIGURE 19

EARLY EXPLORATIONS

IX. A FALL DISPLAY

Planning. As it was fall, the children had been bringing to school prior to studying this unit, many types of beautiful leaves, seed pods and plants. As a result, the investigator suggested that a display be prepared utilizing the materials which had been brought to school.

The entire class participated in the planning of the display. The investigator asked the class for suggestions as to what other things would be suitable for the display. Some suggested milk-week pods, cattails, pheasant, corn stalks, and pumpkins.

The investigator then appointed four committees each composed of five children to construct the display.

Construction. As it was November, the committee which planned the center display shown in photograph 20, decided to have a Thanksgiving scene. The background was painted blue, the ground a light brown. Sargo which had been sprayed green and red was used for the trees. The house was made from corn kernels. Sticks were used for the fence. On the table was a turkey, cut from cardboard and covered with small pine cones, a pheasant, cut from cardboard and covered with real pheasant feathers, a

scare-crow made from paper sculptoring, and corn shocks made from corn husks tied together.

The second committee constructed the mural above the center display. Leaves were pressed and sprayed with red and gold paint. Milkweed pods were used as feet and hands for the leaf men. Small seed pods were used for the eyes.

The third committee constructed the flower display shown in photograph 22. This flower was made by pressing mullen plants and then painting them various colors. The leaves were also part of the mullen plant. Corn stalks sprayed with gold paint served as the frame for the flower.

The bouquet shown in photograph 21 was constructed by the fourth committee. The bouquet consisted of cattails, milk-weed pods which had been opened and painted. Pieces of wasp nests were used for the flower centers. Sargo which had been painted gold was used. The vase was cut from oak tag and covered with colored egg shells. The frame was made from corn stalks sprayed with gold paint.

Appraisal. The investigator noticed especially the enthusiasm of the children as they worked on this project. They were very surprised to discover how things of nature could be used in a display.

The project also made the surroundings more attractive. The children presented a Thanksgiving program for their

parents. This program included Thanksgiving songs and Bible scripture used as a choral reading. After the program, the parents were invited to see the Thanksgiving Display. Sixty-five parents were present. As the children told their parents about the display, the investigator noted the enthusiasm and interest shown by both pupil and parent.

FIGURE 20

FALL DISPLAY

FIGURE 21

MULLEN PLANT

FIGURE 22

FLOWER ARRANGEMENT

X. CHRISTMAS DISPLAY

Planning. The entire class participated in planning the Christmas Display shown in photograph 23. The investigator asked for suggestions as to what would be included in the display. Replies such as "wise men," "angels," "Shepherds," and "star" were received.

The investigator appointed four committees of four persons each to construct the display.

Construction. The first committee constructed the display shown in photograph 24. One member of this group made the shepherds, camels and wise men from cardboard and then covered them with a flour and salt mixture. The background was painted dark blue. The city and star were painted white. Corn stalks painted silver were used for the frame.

The second committee constructed the angel shown in photograph 25. The angel was cut from cardboard. To make the dress, chicken feathers were glued to the cardboard. Angel hair was used for her hair and cotton for the clouds. Red construction paper was used for the angel's song book.

The third committee constructed the Christmas Village. The buildings were cut from cardboard and colored blue.

Pine cones painted blue served as fir trees. Cotton was used to represent snow.

The large Christmas card shown in photograph 23, was made by the fourth committee. The background which included the sky, landscape and village, was made next to the bulletin board. A large sheet of cardboard cut and decorated was placed in front of the background in order that the large Christmas card might open.

Appraisal. By experimenting with materials the children were able to express personal attitudes about the meaning and significance of Christmas.

Each child wrote an original poem or story about one of the four displays. These stories and poems were tape recorded and given as a part of a Christmas Program for the parents.

FIGURE 23

CHRISTMAS DISPLAY

FIGURE 24

CENTER CHRISTMAS DISPLAY

FIGURE 25

CHRISTMAS ANGEL

CHAPTER IV

SUMMARY

The problem was to (1) determine in what ways displays of creative activities can motivate children so that enrichment of content is achieved, (2) develop through teacher-pupil planning the building of colorful displays in the fifth grade of Wildwood School, Ottumwa, and (3) report subjectively on the evidences of enrichment apparent in the subject grade as a result of the displays.

The investigator first surveyed the literature concerning enrichment activities, motivation, and creative teaching. From this survey, general principles were determined.

Next the investigator developed through teacher-pupil planning colorful displays in keeping with the previously determined general principles.

As these displays were shown in the classroom, the investigator noted reactions of the students which indicated positive motivation. These reactions were reported subjectively and summarized. Conclusions were drawn.

I. CONCLUSIONS

As a result of planning activities that enriched the

content areas, the investigator had an opportunity to provide for individual differences in addition to encouraging initiative and creative expression. The investigator felt that every child regardless of level of academic achievement, had an opportunity to contribute to the class.

The investigator noted evidences of self-discipline because need and interest were used as motivation in order to stimulate a desire within the student to learn. The activities provided for work that was constructive in nature, and not so called "busy work."

A good relationship was established between the home and school, as parents visited the classroom to observe the children's work. Many parents commented that their child had been very happy and enthusiastic about school. The investigator noted that the child reflected the parents' expressed attitude toward school.

Because many of these projects required extensive reading and research, more than fifty-per cent of the class visited the city library regularly. These activities fostered cooperation rather than competition through group planning and participation.

Aesthic needs were developed through the exploration and experimentation of many new and old materials. One child commented that the year had gone too quickly as a result of having so many interesting things to do.

In teacher-pupil planning, one of the objectives was to help the fifth graders at Wildwood School, Ottumwa, accept responsibility for using both individual and group initiative. The use of displays for motivation was effective in achieving this objective.

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